



# Creation Matters

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## Exposing a Four-tusked Mastodon

by T.P. Beh

It's a big state, known for many big things. Now, thanks to the efforts of creationist fossil expert Joe Taylor, Texas has the added distinction of being home to what may very well be the largest four-tusked mastodon skull in the world. A strange species of extinct, elephant-like creatures, "four-tuskers," as they are commonly known, are members of the mastodon family known as gomphotheres that roamed North America during the Ice Age.

Much like their larger mammoth relatives, four-tuskers had large, upward-curving tusks in their upper jaws; however, they also possessed two small tusks protruding from their lower jawbones. Other species of gomphotheres had even more unusual tusk arrangements, including one with small upper ivories and giant lower ones resembling shovels ("shovel tuskers").

Taylor, who has been working with fossils for over two decades, and is the owner of the Mt. Blanco Fossil Museum in Crosbyton, Texas, admits to being rather surprised by the find. Referring to the Burning Tree Mastodon (BTM), acknowledged as the third largest of its kind, he says "I have lived with the [BTM] skull for the last 14 years and always thought it was a big one, until we set it beside Lone Star. I was shocked! It's even larger than most mam-



Joe Taylor is pictured next to his restored four-tusked, which has been dubbed "Lone Star."

moth skulls." The skull of Taylor's mastodon, dubbed "Lone Star," is larger and more complete than the previously largest known four-tusked from Florida (based on a lower jaw only)—as well as the champion two-tusked mastodon, Priscilla, also found

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## The Intelligent Design Movement Should Expand Its Horizons

by Michael Oard, M.S.

The Intelligent Design Movement (IDM) burst on the scene with the publication of Phillip Johnson's (1991) book *Darwin on Trial*. It was through the influence of Denton's (1986) book, *Evolution: A Theory in Crisis*, that Johnson's interest in evolution was developed. Johnson was able to combine a broad knowledge of biology with his lawyer's logic to deliver a brilliant and devastating attack on the whole edifice of Darwinian faith.

He not only was able to demolish its biological basis, but also he showed that Darwinism is based on a philosophy called philosophical naturalism, a belief that nature is all there is. Although ancient historic events are *not* science, since they cannot be observed or demonstrated in a laboratory experiment, mainstream scientists nevertheless have automatically ruled

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## Changing the Evolution/Creation Worldview of Students

by Mark Armitage, M.S.

As Christians, we are commanded in Proverbs 22 "to train a child in the way he should go" (see Note below). Solomon admonished his sons repeatedly in Scripture to heed his advice and to carefully follow his teaching (Proverbs 5:7, 7:24, 8:32-33, 19:20, 22:17, 23:22). Thus we have a clear pattern from *The Holy Bible* to educate and train the young people entrusted to our care.

Jesus Christ Himself stated, "All authority in heaven and earth has been given

to me." He then proceeded to give the instructions for the great commission, which requires us to make disciples (learners) of all men and women, "teaching them to obey everything I have commanded you" (Mt 28:20). He taught (commanded belief in) a literal, 6-day creation event, which included the creation of the "male and female" (Adam and Eve) right at the beginning of the creation (Mt 19:4, Mk 10:6).

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Furthermore, Jesus backed up His words with action. By performing miracles of instantaneous creation (water into wine, calming the storm, instantaneous healings, etc.), He clearly demonstrated that God can use an instantaneous timeframe in which to create.

## **Warring worldviews**

*The Holy Bible* also explicitly teaches that Jesus Christ Himself is the Creator (Col 1:16). Therefore, if Jesus is the Creator, if He teaches (commands us to believe) that the creation event took place over six days, and He commands us to make committed followers of all students to this teaching, then we must certainly obey! To disobey would be to go against the unambiguous and straightforward commands of the Creator of the universe.

Therefore, it is incumbent upon us as educators to instill within our students' belief system an all-encompassing worldview, which is grounded in the teachings of Scripture. Our students must have a worldview that includes such foundational certainties as the creation of the heavens and the earth, "and all that is in them," by an omnipotent, omniscient God (Ex 20:11, Neh 9:6, Rev 10:6).

This, of course, runs counter to the pervasive, evolution-based worldview that the secular world (and secular education) has heartily adopted. These evolutionists are not content to simply present science; they feel compelled to mock creationists on a world stage (Rennie, 2002).

Many Christian parents work diligently to teach their young children this creationist worldview, only to be shocked to learn that their children have adopted an evolution-based worldview after attending college. Sadly, today many conservative Christian colleges and universities are also teaching their students that the theories of evolution, and Charles Darwin himself, have redeeming qualities (Winters, 2004). One biology professor at the second largest Christian university in the United States (and the largest in California) was quoted as saying, "Darwin wasn't necessarily a God hater...the man wasn't an idiot" (Winters, 2004).

So-called evangelical professors at Christian universities do our students a dreadful disservice because they do not

know (and therefore do not teach) the true facts about Darwin and his lack of a relationship with God. In 1876, Darwin himself wrote that he had come to see that the Old Testament was no more to be trusted "than the sacred books of the Hindoos" (sic) (Darwin, 1876). Darwin further wrote about his disbelief (Taylor, 1991, as quoted in Armitage and Sherwin, 2004, p. 73):

Disbelief [in the Bible] crept over me at a very slow rate, but was at last complete. The rate was so slow that I felt no distress, and have never since doubted even for a single second that my conclusion [about evolution] was correct.

## **Polls**

The creation-evolution debate continues to rage in America, as evidenced by recent articles in scientific and popular journals (Senkowsky, 2001; Carley, 2002; Ayala, 2004), and even a national poll conducted by CBS News on November 21, 2004 (CBS, 2004). *National Geographic* magazine devoted 32 full-color pages of a recent issue to a comprehensive browbeating about the absolute certainty of evolution (Quammen, 2004). The author did not mince words about their opposition, saying:

Many fundamentalist Christians and ultra-Orthodox Jews take alarm at the thought that human descent from earlier primates contradicts a strict reading of the book of Genesis.... their discomfort is paralleled by Islamic creationists...[and creationists of] the Hare Krishna movement... [who dismiss] 'Darwin's nonsensical theory.'

Quammen bemoaned the fact that Gallup polls, as recently as 2001, showed that 45% of Americans continue to believe that "God created human beings pretty much in their present form, at one time within the last 10,000 years or so." Interestingly, that number was reported to be 55% in a later CBS poll (CBS News, 2004). Quammen (2004) then asked why there are so many antievolutionists in America, and concluded,

Scriptural literalism can only be part of the answer. The American public certainly includes a large segment of scriptural literalists—but *not that large*... creationist proselytizers and political activists

working hard to *interfere* with the teaching of evolutionary biology in public schools are another part. [emphasis added]

Thus, evangelicals who are engaged in the dissemination of creation-related scientific data are considered to be interfering with the aims of public education.

## **Promoting a paradigm**

Public television interests are doing their best to promote the evolutionary paradigm with slick programming which costs millions of dollars. Yet "believers" (a term actually used by an evolutionist author to describe himself), continue to be disappointed that the true nature of the mechanism of evolution remains elusive (Carley, 2002).

Beautifully produced, *Evolution* [a PBS Television series] offers both excellent story telling and amazing graphics....the biggest frustration [to me] is the series' focus on the 'what' of evolution as opposed to the 'how.' How does evolution occur?...*a greater emphasis on how evolution can and does take place* would have been very helpful. [emphasis added]

Therefore, even "believers" in evolution must abide "by faith, not by sight" (2 Cor 5:7) in order to maintain their evolutionary worldview.

It is not unusual for scientific journals and popular science magazines to not trumpet the exact workings of the "theory" of evolution. The very scientists working at the molecular level, trying to decipher the actual mechanism of evolution, are hopeful, but extremely candid. For example (Secko, 2004),

Despite all of the interest in how evolution really works, and despite all we know about the genetic pathways that build tissues, we have surprisingly few examples where traits in natural populations are understood at the molecular level.

Consequently, the evolutionary paradigm continues to be promoted as "gospel" while the supposed science lags far behind.

The practitioners of this worldview are also upset that "equal time" continues to be sought by biblical "literalists." Senkowsky (2001) recently lamented that after the

showing of the expensive *Evolution* series, some TV stations “followed each episode with programming designed to appease the antievolution crowd.”

## Contending with educators

The creation-evolution debate is particularly contentious within the American educational system, and it seems that no resolution of this conflict is in sight. Dobzhansky has been most influential on secular American science educators. He wrote (Dobzhansky, 1973),

Evolution as a process that has always gone on in the history of the Earth, can be doubted only by those who are ignorant of the evidence or are resistant to evidence, owing to emotional blocks or to plain bigotry. ... the mechanisms that bring evolution about certainly need study and clarification. There are no alternatives to evolution as history that can withstand critical examination.

In addition, one often reads words quoted by other educators championing Dobzhansky's cause:

Is evolution a theory, a system or a hypothesis? It is much more—it is a general postulate to which all theories, all hypotheses, all systems must henceforth bow and which they must satisfy in order to be thinkable and true. Evolution is a light, which illuminates all facts, a trajectory which all lines of thought must follow—this is what evolution is. (de Chardin, 1965, p. 5)

On the other hand, educators in Cobb County, GA were asked to place stickers on the inside of science books used in that county's science classes which describe evolution as only a theory (CBS News, 2004), yet parents sued to have the sticker removed. The action was in fact overturned on January 13, 2005 in a written decision by US District Court Judge Clarence Cooper (Cooper, 2005).

Other educators are perplexed as to why they cannot get their students to “buy into” the evolutionary paradigm. Blackwell et al. (2003) devoted a significant amount of study to “[t]he problem of student acceptance of evolution” in the college classroom. These authors contended that “‘creationism’ (even

under the guise of ‘creation science’) is not science, but an extension of fundamentalist religious belief...[which has] arisen from misuse of the *Bible*...”

These workers further posited that achieving a compromise position between those “who do not believe the tenets of evolution, and some of those that do” in the secondary school and university setting is hopeless. Of course, *their* unbridled bias is clearly evident and unchecked in statements such as (Blackwell et al., 2003, p. 63):

It is of course the question of the origin of humans that is the source of the most conflict when considering evolution. Related to this conflict is the vanity of the conception that we are somehow God-like, or closer to God than other animals, i.e., that we humans are ‘special creations.’ As has been discussed, it is the creationist view that has played most emotionally against a naturalistic origin of humans through evolution, in which the invocation of deities is not necessary.

Therefore, it is their conviction that the only way to “keep carrying forward the torch of evolution” is to develop methods of altering “*belief acquisition* or, *belief expansion*,” as they have termed it (Blackwell et al., 2003; emphasis added). In spite of much discussion about beliefs, their contention is that evolutionary theory is factually based, and therefore “is not something to ‘believe,’ but should simply be understood as good science.” Nevertheless, the authors face the conundrum that regardless of the “good science” presented in the classroom, 55% of all Americans do not “believe” in evolution (CBS News, 2004).

## An “evolution test”

Blackwell et al. (2003) thus presented a questionnaire, developed at the University of Alabama, designed “to initiate a personally meaningful consideration of evolution and to augment a student's existing *belief system* concerning biological science” [emphasis added]. They maintained that this can be done by connecting evolutionary principles to life experiences that are of interest to students.

The “evolution test,” as they called it, can be administered as an introduction to evolution for students in introductory biology courses within secondary and post-sec-

ondary settings. It has resulted, they claimed, in an overall 93% rate of “understanding connections and applying information concerning evolution” at the University of Alabama.

This test was specifically designed to present a series of objective questions about life experiences, common to all students, in a way that is non-threatening to their belief systems. However, even though students were able to make these connections as a result of the “evolution test,” the authors lamented that a “...person may understand a topic (evolution, for example) without significant incorporation into his/her *belief*” [emphasis added].

As Christian educators, it seems as though our efforts to win the creation-evolution debate are working. To rest on our laurels or to become complacent at this stage, however, are postures we can ill afford to adopt. Our adversaries have the backing of many government-sponsored institutions at their disposal (National Institutes of Health, National Science Foundation, etc.), along with hundreds of millions of dollars in federal and corporate funding to bolster their evolutionary paradigm, yet polls indicate that the teaching of a young-earth creationist (YEC) perspective in our schools clearly yields positive results.

## Creationist worldview instrument

Several evangelical workers (particularly at Liberty University, Lynchburg, VA) have been developing an educational instrument, which can be used at the secondary and post-secondary levels to influence the worldviews of students exposed to the lies of evolution. Deckard and Sobko (1998) reported their work on the early development of the creationist worldview instrument (CWVI), which was designed to assess a person's worldview related to the creation-evolution (C/E) controversy.

It was hoped that such a new instrument could measure the worldview of Christian college students before and after receiving specific training in creation science (e.g., in apologetics courses). Such a tool would be useful in assessing the effectiveness of the training to more closely align Christian college students with biblical teachings on creationism.

At the time, only two related instruments existed: the Politics, Economics, Education, Religion, and Social Issues Test



(PEERS), and the Religious World Views Scale (RWV), neither of which measured the C/E controversy within a person's worldview (Deckard and Sobko, 1998). The final version of the new instrument, the CWVI, consisted of 49 questions, representative in both a positive and a negative sense to make the questions fit the Likert-scale format (strongly agree to strongly disagree).

These workers and others administered the CWVI to students in several different settings, over semester-long periods, and published their results (Deckard, DeWitt and Cargo, 2003; Deckard et al., 2003). Students who were enrolled in semester-long apologetics courses that stressed the biblical view of origins were tested before and after each course. The reader is encouraged to study these publications for further information on the CWVI and the results. Although strong shifts to the positive side of the YEC worldview were noted, there were mixed results in other areas.

There is no question that semester-long courses at Liberty University shifted the worldview of students to the YEC position. I wondered, however, if the CWVI could be administered before and after the five-hour, hands-on microscopy workshops, which I present at the Institute for Creation Research in San Diego. Students who enroll in this one-day workshop are between the ages of 12 and 18 and are students in either a Christian-school or home-school setting.

Several groups of students (n=45) were administered the CWVI at the start of the workshops, and again, five hours later, after all of the workshop content had been presented. Very strong, positive shifts toward the YEC position were noted. The average positive shift was in excess of 15 points, with only three students registering a -1 shift. The largest positive shift was +47 and the largest negative shift was -1.

Thus it is clear that even in short teaching sessions, the presentation of the biblical view of origins can shift the worldview of students. Further work must be done with longitudinal studies to determine if these shifts are temporary or permanent.

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## Four-tusked Mastodon ...continued from page 1

in that state.

According to the curator of the South Florida Museum where a cast of Priscilla resides, “she” was a very large, old male that stood 11 feet 4 inches at the shoulders, just a bit larger than BTM. Comparing head, jaw and tusk socket measurements, Taylor explains that in almost every aspect Lone Star is significantly larger than both BTM and Priscilla, estimating that Lone Star would have stood about 14 feet high. At around 50 years old, Priscilla is also estimated to have been 10-15 years older than Lone Star, meaning that Taylor’s specimen was probably not even full grown.

In 2005, geologists in Greece reported finding a two-tusked mastodon which they believed would have been close to 15 feet tall, based on tusks that were over 14 feet long. However, no skull was found. To date, Taylor believes there’s no dispute that Lone Star is the largest four-tusker ever found. It also dwarfs its modern “cousins,” the African and Asian elephants (see graphic).

### Lone Star’s discovery

Lone Star was discovered in early 2004 in a gravel pit along the Colorado River at La Grange, Texas. The giant mastodon was found in the Pleistocene Beaumont Formation (Qb), which is typically regarded as Ice Age and supposedly 1.8 million to about 10,000 years in age. Taylor was first notified about the find by a friend who lives in nearby San Antonio. Impressed by its size and completeness on his first viewing, he purchased the giant, petrified mastodon skull with the help of a financial backer. That’s when the real fun began.

Transporting the skull back to his museum was no easy task. As Taylor relates, “The skull was in the company’s garage, resting upside down on its face. It was so heavy that it was flattening the huge truck tire under it.” Just getting it into his truck was “heart-stopping.” After unloading it at the museum, it took Taylor a long time just to figure out how to turn the beast’s skull

over to an upright position so he could work on the face. The jaws alone were so heavy that it took two men to lift just one side.

Removing the matrix from the fossil was no easy task either, taking a year and a half and thousands of hours. Some of the calcium-cemented sand and gravel was as hard as granite. At times, using a pencil-sized jackhammer called a Chicago pneumatic, it took Taylor all day merely to clean an area the size of an orange. Restoration of parts on the underside had to be done by working on it upside down. Once fully prepped, and before the actual skull could be mounted, a mold had to be formed so that casts of it could be made.

### Public unveiling

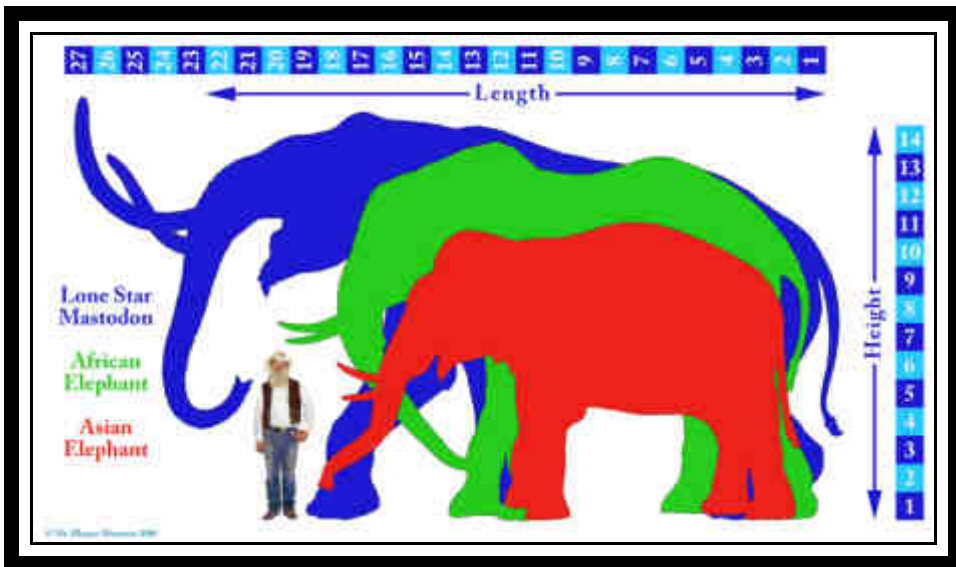
Lone Star was first revealed to the public on December 5th, 2005, at a ceremony held by Taylor in the Lone Star ballroom at San Antone’s Hilton Hotel. Covered by local news outlets, the event featured a cast of the BTM skull to show just how big the new one is. Uniquely, Lone Star’s braincase and the hollow root cavity of the right tusk were lighted by tiny LEDs, a technique which had never been used before. A separate display included fossils of other animals found along with the four-tusker, including bones and teeth of a mammoth, a horse, a bison, a sloth, and a camel.

According to Taylor, the fossils of

mammoths found at the site contradict evolutionary dogma, which states that mastodons were the primitive ancestors of mammoths—and the modern Asian elephant. In other words, these creatures supposedly didn’t live together, but were allegedly separated by millions of years of evolutionary development. Since they didn’t live together, their remains shouldn’t be found together either. Yet, Taylor found numerous mammoth jaws, teeth, and bones buried in the same sediment with Lone Star, under identical conditions of preservation. This finding clearly indicates that mastodons and mammoths co-existed.

The skull of Lone Star now sits proudly in the center of Taylor’s museum, with a life-sized cast of it gracing the large picture window fronting the building. The skull is for sale, with additional information available at [www.mtblanco.com](http://www.mtblanco.com).

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out any possibility of a designer.

## The Intelligent Design Movement

In the early 1990s, Johnson organized an internet network of like-minded scholars to develop the IDM and brainstorm on how to accomplish their wedge strategy (Dembski, 2006). Many other scholars have joined Johnson over the years. The IDM has made tremendous inroads into the Christian church, but it has had only modest influence in the universities and public school systems in North America. It is to the credit of Johnson's friendly personality that he has attracted persons of widely divergent beliefs, such as young earth creationists (YECs) like Paul Nelson, Marcus Ross, and John Mark Reynolds; old-earth creationists (OECs); a few theistic evolutionists such as Michael Behe; and even a few agnostics, such as Michael Denton and David Berlinski. Johnson is also on friendly terms with a few atheists, such as Michael Ruse and William Provine. YECs can learn from the IDM and Johnson's methods.

Those involved in the IDM have authored numerous books, web articles, and videos since Johnson's first book was published. William Dembski (1998; 1999) really gave teeth to the movement by scientifically defining his criteria to detect design over chance and contingency. Michael Behe's (1996) book, *Darwin's Black Box*, was a watershed development demonstrating the many irreducibly complex features in biology that could not have evolved. The bacterial flagellum has become the icon for the IDM.

Stephen Meyer has contributed a host of superlative articles on the Cambrian explosion (Meyer, 2003) and many other biological, philosophical, and legal topics. He also had a peer-reviewed paper, which advocated intelligent design from biological evidence, published in the September 2004 issue of the secular journal *Proceedings of the Biological Society of Washington* (see reprint of article in Meyer, 2006). Following its publication, the paper was greeted by a firestorm of evolutionary protest, and the journal's editor has been greatly persecuted, including being forced to step down. At least this incident puts the lie to the challenge of why creationists and intelligent

design advocates do not publish in the mainstream journals.

One other publication of note is a book by Dembski (2004) answering the toughest questions challenging the IDM. I thought the book was such a great idea that John Reed and I have edited a book on answering tough questions in biblical geology (Oard and Reed, 2007).

## The IDM and Young-Earth Creation

The IDM has provided many of the best and most up-to-date arguments critiquing Darwinism and the naturalistic philosophy that upholds "historical science." That is why the Creation Research Society, through its print catalog and online bookstore ([www.CRSbooks.org](http://www.CRSbooks.org)), offers most of the books published by the IDM. However, on rare occasions some authors make unsubstantiated, critical comments on YEC, and that is why we ask readers to be discerning when reading intelligent design material.

To their credit, the IDM refuses *in public* to discuss other issues of importance to YEC, such as the Bible, the age of the earth, and the Genesis Flood. If they openly discussed these subjects, their main message, the wedge strategy, would be quickly rejected as a religious view, as has happened with YEC. The IDM in the public schools has taken up where YEC left after the 1987 Arkansas court case (Ross and Nelson, 2006, p. 262), when the supreme court ruled that creation science is a religious belief.

YEC proponents hold diverse opinions about the IDM. We have employed the concept of intelligent design for decades as one of our main arguments, so the idea of intelligent design is not new, which Wells (2006, pp. 6, 83) acknowledges. There is much to question in the IDM, especially their private beliefs on non-wedge ideas (Purdom, 2005). But most creationists wish them well in their wedge strategy.

## Academic and media resistance to the IDM

The IDM has met with tremendous resistance from academia and the media. In a recent book, Jonathan Wells (2006) has documented incident after incident of harassment. In fact, the resistance to the IDM is no different than that which YECs have experienced for a much longer period. For example, Scott Minnich of the University

of Idaho (Moscow, Idaho) is an expert on the bacterial flagellum. He has come under much criticism for his intelligent design views, although he has never taught his students that Darwinism is wrong or intelligent design is correct. Wells (2006, p. 177) summarized the situation for Minnich when his detractors claimed that there is a "consensus" of scientists that intelligent design is wrong:

But how could there be a "consensus" if qualified scientists such as Minnich and Behe are excluded from voting? This sounds suspiciously like those "unanimous" elections for which the former Soviet Union became notorious. Just as truth could not be decided by the Communist Party in Moscow, Russia, so it cannot be decided by the Darwinist Party in Moscow, Idaho.

It would seem that the evidence for design should be a no-brainer (it is so obvious), even among unbelievers, but such claims have been met with violent anger by academics and even some liberal churchgoers, like Kenneth Miller. The Bible is emphatic that no person will be excused for not believing in a Designer:

For since the creation of the world His invisible attributes, His eternal power and divine nature, have been clearly seen, being understood through what has been made, so that they are without excuse. (Romans 1:20, NASB)

Even Phillip Johnson (2006, p. 317) is sometimes surprised at the vehemence of the anti-IDM reaction:

I admit that the outrage has sometimes come as a shock to me, even though I have predicted for years that some Darwinists would become steadily angrier and more vindictive as they saw their position weakening.

Such irrational and unscientific reactions by mainstream scientists and the media demonstrate that the creation/evolution issue is *not* about evidence or science, but a *powerful anti-religious bias that now pervades these institutions*.

Since in their wedge strategy the IDM relies on evidence, will they be able to open a big crack in the evolutionary/naturalistic juggernaut? Some in the IDM are hopeful and even predict that in 40 years Darwinism

will be seen has a monstrous myth. I am not optimistic at all, since the dominance of Darwinism is based on a well-established anti-religious bias, not on evidence for Darwinism.

To maintain their power, the mainstream scientists, along with their allies in the uncritical media, will continue the barrage of criticism, half-truths (if not outright lies), and purges of disagreeing scientists. Such assaults show no signs of abating. In other words metaphysical naturalism, as well as methodological naturalism, rules and will continue to do so.

## Let's start talking about the Flood and the age of the earth

I have been amazed that the IDM does not seem to realize that philosophical naturalism *also* is responsible for the seemingly impregnable edifice of an old earth, the big bang model, and the claims against a global Flood (Mortenson, 2004). Could the irrational resistance that has greeted the IDM for such an obvious concept as design also be responsible for these other beliefs? I would sure like to see Johnson's penetrating lawyer logic applied to these subjects.

In their wedge strategy, as mentioned previously, the IDM has chosen not to deal with the subjects of the age of the earth and the Genesis Flood—concepts that come from the Bible. They sometimes say that they hope to discuss such issues *in private* later on (Moreland and Reynolds, 1999, p. 16).

However, YECs in the IDM have suggested that their discussion of these issues at this time is premature because research in these areas remains underdeveloped (Nelson and Reynolds, 1999, pp. 98-100). I generally agree with them because there remains too much research to be conducted on these topics, with very few researchers actively involved. I have for a long time maintained that we need 1,000 more earth scientists to conduct research and publish their results in creationist journals and books.

But, we have come a long way, especially in the last 10 years, with research such as the RATE project (Vardiman et al., 2000, 2005; DeYoung, 2005). Radiometric dating, which has been used to support an old earth, has been considered to be a fatal argument against YEC (Young, 1977, pp. 185-193); most of those involved in the IDM very likely feel the same way.

After an enormous effort by the RATE researchers, we can now say the radiometric dating argument is *not* fatal. Furthermore, we can even challenge old ages for rocks and provide reasons why the radiometric dating methods produce ages of millions and billions of years. Research on the Flood is lagging, but slow progress is being made. We need RATE-like research on hundreds of challenging earth-science Flood projects.

It would appear to be time for the IDM to make good on their promise of future discussions of Flood geology and the age of the earth. They should open up private discussions on these issues with YECs, not just with those in the IDM. Maybe what the IDM believes to be such a strong or fatal argument against YEC is not so significant after all? If the IDM can expand their horizons, we can have an interesting dialog.

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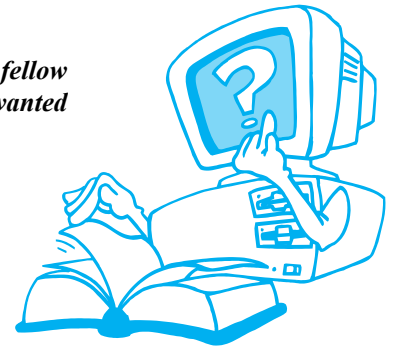
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## All by Design

by Jonathan C. O'Quinn, D.P.M., M.S.

## Miracles of Hibernation

In the northern ranges of North American leopard frogs (*Rana pipiens*) and bullfrogs (*Rana catesbeiana*), winter brings harsh temperatures that would be lethal were it not for highly specialized physiological mechanisms, by which these creatures endure the various challenges of their environments.

These frogs survive by submerging themselves underwater. Though not possessing gills, they have specialized skin providing cutaneous gas exchange and allowing survival for up to 150 days in normoxic water (normal supply of oxygen;  $PO_2 \sim 158$  mm Hg).

Cold temperatures lead to metabolic depression, which in turn leads to minimal oxygen consumption and virtually no acid-base or ionic imbalances. Protein metabolism ceases, and fat-carbohydrate metabolism switches to pure carbohydrate metabolism. Capillary perfusion increases



*Leopard frog (Rana pipiens). Photo courtesy of National Park Service, US Department of the Interior.*

in the skin to allow more oxygen to be absorbed. Movement by the frog to areas of even colder water further lowers the metabolic rate.

In addition, these frogs are able to tolerate brief periods (up to 6–7 days) of anoxia (absence or reduced supply of oxy-

gen), which is often due to heavy snowfall covering the frozen surface of a body of water. Anoxia tolerance can provide time for the frogs to seek areas of higher  $PO_2$ , or for the water to re-oxygenate through photosynthesis if the snow covering the ice melts or is blown away.

Such mechanisms which allow these frogs to overwinter in a broad range of habitats had to work properly from the beginning and could not have evolved in stages. This offers testimony to the existence of an intelligent Creator. To suggest that such perfection is accidental is to lessen the reverence we owe to such a Designer.

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